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ABSTRACT

The career awareness guide is designed to help elementary school children develop an awareness of themselves as persons and as members of a community as well as an appreciation of the richness in variety and choice in the world of work. The lessons are designed to minimize the need for teacher research, contain materials which are readily available, and provide objectives, activities, resources, and evaluation. Topic headings for primary grades (K-three) cover awareness of self in relation to others, awareness of careers in the community, and career choice. A supplementary list of materials for the primary grades includes films, a wish auction, a job application, and a worker evaluation form. Topic headings for the intermediate grades four and five include positive attitude toward oneself and awareness of oneself as a social being, occupational awareness in the sense of knowing the operation of the working world and cultivating good work habits, and active exploration of the world of work. Supplemental activities for the intermediate grades include games, role playing, projects, field trips, and interviews. Appended attachments include: an interest inventory, a background information form, a job application form, a worker interview questionnaire, questions for class discussion, and an employee critique sheet. (JR)

ELEMENTARY: PRIMARY/INTERMEDIATE

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CAREER DEVELOPMENT GUIDES

SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

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AREA: E L E M E N T A R Y

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OVERVIEW - ELEMENTARY

When the writer of this career education curriculum team first got together, we began by asking each other "How is career education meaningful in elementary school?" "How can children aged 5 to 11 begin to make the choice or even to think about the choices involved in career decisions?" "Why did they even need to think about it before high school?" We were aware that classroom teachers already did a lot to promote awareness of what people do in their jobs so what did we need to add to that?

We decided to brainstorm in order to draw together some concepts that a career education curriculum might develop and then answer our questions about whether this is necessary as part of elementary education. We realized that this might be seen as putting the cart before the horse but we did satisfactorily answer our own questions, so that method worked for us.

We wanted to zero in on making the connection between the individual child, the family and the school and the outside world. So we decided to begin with the child and his/her own awareness of self. If the child can begin to think about and identify likes, dislikes, strengths, limitations, feelings in himself and if he can become aware of choices and how he makes them he is developing the kind of awarenesses and skills he needs to make a career choice when the time comes for such a choice to be made.

When he begins to see himself as an integral part of community, e.g. the family and/or school and he begins to see how his contributions help

that community to function, he begins to see the relationship between himself and the concept of work in a community. As his concept of community broadens beyond home and school, he begins to learn about the people in the community, about what a community needs and how people in the community help each other through their work. He becomes aware of the richness in variety and choice in the world of work.

These two basic awarenesses lay the groundwork which will enable him to make career oriented decisions as he develops.

We have compiled a book with several sample lesson plans aimed at these goals. It is by no means a complete curriculum. Rather it is an example of how activities can be set up to meet the goals mentioned above. The lessons themselves are designed in such a way as to involve the teachers in a minimal amount of research work. The materials should be readily available in your school, the public library, the a. v. library or through your school counselor. A resource list is provided to supplement the sample curriculum. It can also be used to create new curricula to support additional concepts for career education.

PRIMARY - K-3

DOMAIN I: Awareness of Self in Relation to Others

CONCEPT: Children need to understand themselves in relation to others.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
. Help child become aware of own uniqueness.	1. Draw a picture of self...hang up. WHO IS THIS - guess name of person in self-drawing (to see we are unique). 2. Wish Auction game (attached). 3. Make Book of Self (See SRA Self-Focus Kit I) Sample Titles: My Book About Me, Here I Am, etc. 4. Do beginning activities on SRA Kit. (Cindy and the Elf). 5. See films and filmstrips. 6. Take voice prints, footprints, hand prints. 7. DUSO: Red and White Bluebird 8. Feelings game: one acts out feelings, others guess. 9. See Circle of Feelings - SRA Focus Kit #1 (Filmstrip). 10. See Who Are You? (Guidance Associates Filmstrip). 11. Read book aloud (See resources). 12. Play Face Game. 13. Ungame.	1. SRA Self Focus Kit I 2. Filmstrips: Who Am I? A.G.S. - First things First Series Who Are You?(GA) Exploring Your Feelings 3. Films: Big and Little (22) How Do You Know You Are Growing Up? (23) Circle of feelings 4. Auction Game (See Sample) 5. DUSO Kit 6. Face Game (From Psychology Today) 7. Ungame - Au-Vid, Garden Grove, California 8. Books: I'm Glad I'm Me (Elberta Stone)	1. Complete Book of Self. 2. Show and tell time devoted to describing self-child can tell 7 things about themselves.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Book Cont'd: Sam, Bangs and Moonshire (Evaline Ness) Do You Have the Time, Lydia? (Evaline Ness) Fish is Fish (Leo Leonne) Benjie (Joan Lexau) Me Day (Joan Lexau)	

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Child will become aware of what he can offer to others and what others can offer him.	1. Say as many things you can do in 20 seconds. 2. Tell about hobbies. 3. Discuss and give examples showing that—the child who can do things can teach others. 4. Draw pictures of THINGS I CAN DO and put in booklet about self. 5. DUSO I - Stories to Read: Duso and Speeker Thaddeus Platypus The Big Race The Swimming Kangaroo 6. Duso I: Discussion Questions and follow-up activities pp. 28, 29, 33, 36, 43 7. Read A story 8. See Filmstrips	1. SRA Self-Focus Kit 2. DUSO Kit I 3. Books: Do You Have the Time, Lydia?(Eva-Tine Ness) I Can Read Series Here Comes the Strikeout 4. Filmstrip: Strike Three, You're In (Chicago Society for Visual Education)	1. Child can list 6 things he can do. 2. Child can name 2 things that he can share with others. 3. Child can name 4 things that he cannot do.
Help children to understand the uniqueness of others.	1. See activities under Objective 1.	1. See resources under Objective 1.	1. Child can list 3 characteristics of a classmate. 2. Child can point out uniquenesses and likenesses in self and others.

DOMAIN II: Careers in the Community

CONCEPT: To increase awareness of the way workers help the community function.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
. Children will learn that people work.	1. Sharing time - children describe the work their parents and/or siblings do. 2. Class makes up a booklet with pictures and (if children can write) written descriptions of the work people in their families do. 3. Class makes large visual chart of work their families do. 4. Have several career hats on display. Pantomime one of the occupations represented by hats. Class guesses the correct job, child earns paper hat representative of career he has pantomimed. 5. Have children list all occupations they know at beginning and end of unit (or year) then compare the two lists. 6. Guessing game - a player describes the work of a community helper in the form of a riddle - Who Am I, children can write riddles in assignment and play game in another or teacher can supply riddles and childrens read them. Riddles are available in Community Careering Gamebook.	1. The Fur Brothers by Tish Caffee 2. What Will I Be From A to Z by Donald Gelle 3. Community Careering Gamebook, Chronicle Guidance Publications	1. Children will list all occupations they know at the beginning and end of unit (or year) compare the two lists.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Children will become aware that people do different things when they work.	1. Set up a career corner in the classroom with pictures, story book, hats, masks and puppets representating various careers. 2. List work activities of people in various jobs - If I were a policeman I would . . . I would use . . . 3. High school students visit to tell of their jobs. 4. People in community visit to tell about their jobs. 5. Trips to visit neighborhood workers. 6. Role play and direct experience of jobs. 7. Design a format for interviewing workers about their jobs. Have children interview and record interviews.	1. Job Families - Beginning Series, Sextant Systems, Inc. 2. My Career Workbook, Career Futures, Inc. 3. Tuning In On Careers 4. World of Workers - Workbook, Chronicle Guidance Publications	1. Community Careering Gamebook provides a pretest and posttest for career awareness evaluation.
Some workers produce goods some produce services	1. View and discuss films(GA). People who: organize facts; work in science; help others; influences others. 2. Make a list of people who make others lives better and happier by helping them in ways that do not include providing goods. 3. Explain the concept of goods - tangible items that can be used. Trace the production of a variety of goods - milk, book, etc. 4. Make two bulletin boards with pictures of people who produce goods and people who produce services.		

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Children will discover that people give to each other and help each other through their work.	1. Help children make a map of immediate community - (perhaps a block) show each place which provides jobs for people. 2. Discuss how we use the community services designated on the map above.	1. People Who Help Our Community, Trall Associates 2. Stores in Our Community, Coronet Films - Increases understanding of relationship between stores and families. 3. Community Careering Gamebook, Chronicle Guidance publications	1. Individual will be able to identify and discuss the services and goods provided by people on the community map.
Children will see how we need people to work and that work develops to meet needs.	1. List job families that help the community function, collect pictures and assemble a scrapbook. 2. Think of people in community who might be in need of special help from others. 3. Arrange a project to help others. 4. List names of different workers in one column and in an opposite column list what would happen if no one assumed that job. 5. Ask children to list all the workers who help produce some item they are familiar with (e.g. bread).	1. Community Helpers Series- Cahill, Henk, Newenhouse, Inc., 8 films- - bakery, community health, dairy, firemen, policemen, postmen, truck, farm.	1. Completed scrapbook of pictures of workers who help the community function.

DOMAIN III: How does a career develop?

CONCEPT: Increase awareness of what a career is and what one must do to prepare for and be successful in a career.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Children will understand that hobbies and interests may be related to the kinds of careers a person chooses.	1. Children will list hobbies and what one learns when pursuing the hobby. 2. Show and tell time. 3. Discuss what kind of people have your hobby as a job. 4. Make a display of hobbies of children in the room. 5. Read book (see resources). 6. See films.	1. "My Career Workbook" 2. Books: What Happens when you Travel By Plane (Arthur Shay) Mommies at Work (Eve Merriam) Mothers Can Do Anything (Joe Hasker) 3. Films: Our Family Works Together (242) 4. Pamphlets. (See resources at end)	1. Child can list 4 hobbies and relate them to careers.
2. Children will understand that activities and limitations may be related to the kind of career a person chooses.	1. Children will list in three columns THINGS I CAN DO, THINGS I CAN'T DO, and THINGS I WANT TO LEARN. 2. A Game - HOW MANY THINGS YOU CAN DO: Have 20 seconds each, go around room so each child has a turn. 3. See Film: I Can	1. Books: Lothrup: What Can She Be Series Carla Greene: Soldiers and Sailors Railroad Engineers and Airplane Pilots Animal Doctors	1. Child can list 5 abilities he has and 5 limitations. 2. Child can name 5 careers he might like.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	I Can't Discuss films. 4. Children can read a book in the I Can Read Series by Carla Green.	Truck Drivers What Do They Do - Policemen and Firemen 2. Films: I Can I Can't Career and Costume Circus 3. Pamphlets, see resources at end. 4. SRA Self Focus Kit 2 and workbook.	

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
. Children will understand that work means different things to different people.	1. Discuss: Why do people work? 2. Interview parents and report on question: What does your job mean to you? Why work? Children can tape record interviews. 3. Visit local store and talk to employees asking why they work. 4. Invite parents, teachers, etc. to tell why they work. 5. Tape interviews. 6. Children will discuss what their world would be like without workers. They will draw pictures and put together for a classroom mural. For example: a neighborhood without houses. A store with no cashier.	1. People to talk about their jobs. 2. List of community resources available to teachers. 3. Junior High and high school students (call counselors). 4. Alternative school students. 5. Parents. Films: 1. Fun of Making Friends (187) 2. How Do You Know Your Are Growing Up 3. The Doctor (25)* 4. Mailman (25)* Books: 1. The Night Workers (Alvin Schwartz) 2. The Trucks That Haul by Night (Leonard Stevens)	1. Child will be able to contribute ideas to a WHY WEEK mural. 2. Child will be able to name 5 reasons people work.
4. Children will learn that school helps a person prepare for careers.	1. Discuss what each subject helps us learn to deal with the future. List ideas. 2. Discover job qualifications (use pamphlets). Have groups give oral reports. Elementary teachers Guide Free Curriculum Materials lists pamphlets for primary students under vocational careers. 3. Role Play: How I Learn at School. 4. See films and discuss.		1. Child will help write and produce a puppet show.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	5. Read books to children. 6. See filmstrip: A 1,000,000 Drops of Rain (in school library given by U. S. Post Office). 7. Make puppets and give a puppet show on objectives.	3. On The Beat (Barry Robinson and Martin Dain) 4. Someone Always Needs A Policeman (David Brown) 5. About the Engineer of a Train (Siddie Joe Johnson) 6. What Happens When You Mail A Letter (Arthur Shay) 7. Filmstrip: 1,000,000 Drops of Rain (in school libraries)	
. Some jobs require special skills.	1. Read pamphlets on skill requirements 2. See filmstrips and movies. 3. Game 17, page 29, Community Careering.	1. Films: Wheat Farmer* The Doctor 2. Community Careering Workbook	1. Evaluation of job done and discuss good and and bad statements.
. People have to apply for jobs and do well in order to keep their jobs.	1. Children list jobs available in school and room. Job description (i.e. skills, work required, time) are discussed. 2. Children learn how to fill out job applications for school jobs. Children choose jobs they feel they are interested in and qualified for, and make application for job. 3. Interviews are set up (use teachers, principal, counselor, library aids, etc.). 4. Work at jobs for a specified time e.g. 6 weeks. 5. Evaluation given by teacher and other students.	1. Sample application attached. 2. Sample evaluation attached.	

MATERIALS FOR PRIMARY UNITS

Films - ROA Films

A Day with Your Family

People are Like Rainbows - C102-1

Strike Three! You're In! - C102-4

Films - Coronet Films

The New House - Where Did It Come From?

Helpers at School

Helpers in Our Community

Helpers Who Come to Our House

Stores in Our Community

Films - BRA Educational Media

Behind the Scenes at the Supermarket

Workers Who Build Houses

Films - Cahil, Henk, Newenhouse, Inc.

Eight Films - Bakery Boat, The Sanitation Department, Dairy Farm to Door, Firemen, Health, Policemen, Postman, Truck Farm to Store

WISH AUCTION

1. I wish I was the richest person in the world.
2. I wish I was a famous football player.
3. I wish I had a big house.
4. I wish I had a dog.
5. I wish I had a new sports car.
6. I wish I were a giant.
7. I wish I were grown up.
8. I wish I were an artist.
9. I wish I were beautiful.
10. I wish boys would be nice to me.
11. I wish that no one in the room stole things.
12. I wish I could always be with my dad.
13. I wish I were very smart.
14. I wish I were a great scientist.
15. I wish there were no schools.
16. I wish I could have anything I wanted.
17. I wish I had a really good friend.
18. I wish I were back in kindergarten.
19. I wish I had no brother or sisters.
20. I wish I could be somebody else.

RULES

1. Each child gets (10, etc.) "coins".
2. He may bid for as many items as he wants--if he wins, he pays and gets picture of object.
3. Discussion afterwards around who bid for what and why. Also how did children react to game.

JOB APPLICATION

NAME: _____ BIRTHDATE: _____

ADDRESS: _____ TELEPHONE NO.: _____

JOB TITLE:

PREVIOUS EXPERIENCE:

EDUCATION:

SCHOOL:

GRADE:

REFERENCES:

NAME	ADDRESS	TELEPHONE NO.

DATE: _____

SIGNATURE: _____

EVALUATION

NAME: _____

DATE: _____

CLASS: _____ _____

JOB: _____

SCALE: 4 - Excellent 3 - Good 2 - Fair 1 - Poor

1. Comes to work on time _____
2. Completes tasks _____
3. Does Job neatly _____
4. Positive attitude about job _____
5. Get along with others on job _____

INTERMEDIATE - 4 - 5

DOMAIN I: Self Awareness

GOAL A: Students will develop positive attitudes about themselves.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
. Students will begin to think about or "inventory" themselves. . Students will identify and accept their self-characterictics. . Students will be able to relate information about themselves.	1. "What's On Your Mind" 2. Interest Inventories 3. I am. . . .(sentence completions) 4. "Preferences" 5. Missing Person's Report 6. The Ungame - "Tell It Like It Is" 7. Silhouettes 8. Self-Improvement Technique 9. Discussion of Abilities 10. Writing of Autobiographies 11. Plan a role-playing skit or puppet show to demonstrate positive and negative attitudes that contribute to or hinder work performance or getting along with others. 12. Small group sessions that encourage personal evaluation on the part of each child 13. Use of Self-Analysis Guide 14. Who Am I Exercise - Page 1	1. AU-VID - P.O. Box 964, Garden Grove, California. 2. Career Education Program - Charles W. Ryan, Volume I - Houghton Mifflin Company. 3. Life and Career Development - A Handbook for Teachers, Normandy School District. 4. SRA - Focus on Self-Development, Stage 2.	1. Students will be able to list at least 5 things that they can do and 5 things they cannot do. 2. Students will be able to write or orally give a detailed description of themselves. 3. Students who were involved with the "Self Improvement Technique" will be able to tell ways in which they have improved. 4. Students will be able to write a paragraph on their strengths and weaknesses. 5. Students will be able to list from 3-5 positive

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	15. Show pupil photos or self protraits and let students find words in magazines to describe them and paste under pictures. Fingerprints may be put on the same page as the pictures and words. 16. Writing of poems or stories--"I Am Special". 17. "Pupil of the Week." 18. Open ended sentences to gather more information about each child.		things about themselves. 6. Students will be able to tell from 3-5 things that they are interested in or like to do. 7. Students will be able to relate what emotions are and be able to identify the basic emotional needs of people 8. Students will be able to produce either written or orally a reasonable explanation of why people need one another. 9. Students will be able to list several ways people are alike and several ways people are different. 10. Students will be able to list 5 things that make people feel secure. 11. Students will be able to write and produce a play that may be entitled We Need One Another or some other similar title.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
			12. Students will be able to list 10 feelings that people deal with from day to day. 13. Hopefully, students will be able to give 5 ways that they helped someone or "threw flowers" within a two week period.

EXPLANATION OF DOMAIN I

SELF AWARENESS ACTIVITIES

Goal A

1. What's on your mind?

   Have students make a wheel on a sheet and divide it into eight sections. At different intervals during the day, have them write in a segment what's on their mind at that moment.

   At the end of the day, have a 20 minute discussion of the students thoughts.

   QUESTIONS:

   a. Did others have the same things on their minds that you had on yours at the same time?

   b. Were your thoughts ever singular?

   c. Had you had the same thoughts as others at other times?

2. Preferences

   Gather together colored blocks of different shapes, material scraps of different textures, and several simple tools. Have the students take time to handle all of these things with these questions in mind:

   a. What colors appeal to you most?

   b. What shapes are most appealing?

   c. What textures are most appealing?

   d. What tools do you like to use?

3. Interest Inventory (see attached).

4. Write down some things about yourself.

   1. I am _____. (Number from 1-20 just as shown in #1.)

   Note: Child is required to do some real thinking about himself in order to think of 20 things about himself. Real introspectory activity.

5. Missing Persons Report

One of the class members is "missing". Have each student write out description of a class member. Make certain that they include such characteristics as height, approximate weight, sex, ethnic group, mannerisms, habits, and hobbies. See if the rest of the class can discover who is missing.

6. Self Improvement List

Students think about two of their personal behaviors which they want to improve for a two week period.

7. The Ungame - Tell It Like It Is

It is not a game, but people having fun while sharing real thoughts, ideas and feelings. Tune-in-to one another; no losers. Learn how to communicate more effectively. As you share your thoughts, ideas and feelings, you will develop a deeper understanding of others and yourself. Ability to respond and become involved will improve as he continues to Tell It Like It Is.

8. Self-Improvement Technique

Have each child develop a confidential "self-improvement" list. Allow each child the chance to establish one or two reasonable self-improvement goals for the next two weeks. Plan a Behavior Contract signed by student and teacher.

SAMPLE BEHAVIOR MODIFICATION CONTRACT

The purpose of this contract is to set good behavior goals that you and I will achieve in this class. In signing this contract each of us agrees to do his part.

Pupil_____ (His or Her Name)

I,_____ agree to:

1. Be on time for school for 2 weeks.
2. Stop pestering others during work sessions.

Teacher_____ (Name)

I,_____ agree to:

1. Provide_____(pupil) with 10 minutes free time at the end of each day.

DOMAIN III: Career Awareness

GOAL: Students, after exposure to previous activities, will begin to actively explore the World of Work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. The students will be able to tell about a few occupations regarding training, duties, and working conditions. 2. Children will be able to list many occupations. 3. Children will develop interview technique.	1. Developing a slide show 2. Inviting parents and other speakers in to talk about their jobs 3. Hobby survey 4. Public interview 5. Career of the month (week) 6. Paper dolls 7. Field trips 8. Role playing 9. Who Am I (Game) 10. Short report on careers		1. At the end of the unit, students will be able to list from 25-50 occupations. 2. Students will be able to describe a few occupations in detail which would include such things as training, duties and working conditions. 3. Students will be able to discuss either written or orally two or three occupations that interest them and why. 4. Students will be able to list five questions they would ask someone about a specific job. 5. Each student will have had the opportunity to use the employee critique sheet for job interviews. 6. Students will be able to explain the terms "hobby" and "leisure activity".

Contract period _____

Signed _____ (Teacher)

Signed _____ (Student)

9. Self-Analysis Guide

Read the following statements and circle Yes or No.

1.	I like to be on time.	YES	NO
2.	I like people.	YES	NO
3.	I like to play ball.	YES	NO
4.	I am honest.	YES	NO
5.	I want to be a leader.	YES	NO
6.	I believe in fair play.	YES	NO
7.	I like to go to school.	YES	NO
8.	I like to work alone.	YES	NO
9.	People like me.	YES	NO
10.	Sometimes I am moody.	YES	NO
11.	I usually finish work on time.	YES	NO
12.	I have a hobby.	YES	NO
13.	I get mad sometimes.	YES	NO
14.	I help with jobs at home.	YES	NO
15.	I like to do odd jobs.	YES	NO
16.	I cooperate with others.	YES	NO

Write a paragraph on your strengths and weaknesses.

10. Workbook - "Being Me"

A workbook from SRA Focus on Self Development Series, Stage 3 - "Involvement". This booklet encourages expression of feelings involving self and others. It provides open sentences, statements and topic headings combined with graphic designs that provide a stimulus for this expression.

11. Pupil Photos or Self-Portraits

Use a regular photo or self-portrait of each child and let students find words in magazines to describe themselves and paste under pictures. Fingerprints may be put on the same page as the picture and words.

12. "Who Am I" Exercise

Teacher or child gives 3 or 4 clues about a person in the room and others are to guess who the person is.

Variation: Pupils may be called upon to describe themselves. They may pretend that they are to meet someone that has never seen them before. Meeting place may be in a crowded airport or bus station.

Variation: A child that is being described stands up when he has recognized himself from the description.

13. Circle Game

Ask students to say one or two positive things about the people sitting on each side of them: i.e. always on time, likes to share, never pushes in line, smiles a lot, works hard, good singer, dances well.

14. Pupil of the Week

The pupil of the week will be a special person. His name and picture and some important information about him will be put on the bulletin board, such as collecting papers, choosing a class activity, and leading morning exercises. Every child in the class will have a turn.

They might become "Pupil" in order of their birthdays, or by drawing names. The method of selection should be as objective as possible so that the last child chosen won't feel unliked.

15. Open-End Sentences

1. Sometimes I feel like_____.
2. Times when I wish I didn't have feelings are_____.
3. Something that can really make me sad is_____.
4. Something that can really make me happy is_____.
5. Something that can really make me feel afraid is_____.

6. Something that can really make me feel angry is_____.

7. It would hurt me if_____.

8. I feel strongly about_____.

9. When I want to control my feelings, I_____.

10. If all people felt the way I do, they would_____.

DOMAIN I: Self Awareness

GOAL B: Students will become aware of themselves as social beings and begin to be able to function in group situations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Students will be able to identify basic emotional needs such as love, attention, accomplishment and to identify emotions such as happiness, disappointment, boredom and excitement. 2. Students will begin to develop interpersonal skills and realize that we need one another. 3. Students will become more aware of and accept differences in others. 4. Students will learn that emotions, both good and bad feelings are a natural part of being human and will begin to explore alternative ways of dealing with emotions.	1. Picture Completion Exercise 2. What I Like About People 3. <u>Filmstrips</u>: Discovering Your Personality Exploring Your Feelings (Guidance Associates) Some good related activities are presented in the discussion guide. 4. "Don't Call Names" - Story "I'm O.K. and You're O.K." (Poster) 5. Our Emotional Needs 6. "Tell It Like It Is" (Game) (See explanation under Goal A) 7. "Happiness Is"-"Sadness Is" As a class project the class might create a bulletin board or a booklet that tells what happiness or sadness represents to different individuals. 8. Does It Bother You? 9. "Feeling Bee" (Game) 10. Skits, plays or puppet shows written and produced by the class. 11. Comparing physical characteristics between children and between adults, discuss ways people are different and ways people are alike.	1. American Guidance Service, DUSCO Kit - D-2 2. SRA - Focus on Self-Development, Stage 2 3. Normandy Career Education Handbook	

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	12. Role Play - "Thoughtless Behavior" 13. Movie: The Fence - 322-000, County Audio-Visual Department A theme or motto might possibly develop from the movie such as, "Throw Flowers Everyday". Children may be assigned tasks of making someone happy, doing a favor for someone, replying in a nice way to someone that doesn't talk nicely to you and reporting back to class on these activities. 14. What Do You Say Dear? 15. Movie: Fun of Making Friends 364-000 16. People I Need; People Who Need Me 17. Role Playing: Allow students a chance to role play responding negatively and then positively to hypothetical situations or situations that actually occur within a school day. 18. Filmstrip: "FRIENDS" - taken from the SRA Focus on Self-Development Stage 3. Questions for discussion and suggested activities are presented in the guidebook and will prove helpful in understanding social relationships. 19. Service Projects 20. Use of Play: "The Responsibilities of People". This play was written and produced by the fourth graders at Jackson Park School, University City and the counselor Annette Hudson. Teachers were Gloria Patterson and Elaine Hrysko. A copy of the play can be obtained from Annette Crenshaw Hudson.		

EXPLANATION OF DOMAIN I

SELF AWARENESS ACTIVITIES

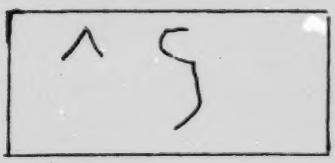
GOAL B

1. Picture Completion Exercise

This actively is used to show the children that differences in perception and interpretation are aspects of their uniqueness and that people interpret things differently.

Give each child a piece of paper on which a symbol or symbols have been drawn. The same symbol(s) should be on each child's paper. Each child is to complete a picture letting the symbols suggest the subject and become part of the picture. Compare the pictures, emphasizing differences in perception and interpretations.

i.e.



2. What I Like About People

The children could write down the names of five persons they know and beside each name write something they like about that person. How similar were the five comments? The teacher could point out that the qualities we think are very important we seek in all people, but that most of us value money traits and there is no set group of qualities that all people admire. To illustrate the variety of traits the class values, the teacher could collect the papers and select from them qualities to write on the chalkboard. As she writes each one, the children can raise their hands if it's a trait they admire in others.

3. Story - Don't Call Names

This is a story on cassette taken from DUSO Kit 2 (Developing Understanding In Self and Others) and it helps to illustrate the problems that can arise when people do not accept individual differences. It emphasizes that uniqueness should be accepted and valued. The discussion that follows should explore ways of accepting differences in ourselves and others.

The Poster, I'm O.K., You're O. K. should be discussed as to how it relates to the story and to the children's own lives. It may be a good idea to display the poster in a prominent place throughout the week.

4. Our Emotional Needs

Discuss the word security and what it means to "feel secure". A class chart may be prepared which children list the things that make people "feel secure".

i.e. Knowing We Are Liked Can Help Us Feel Secure

Knowing We Belong To A Group Can Help Us Feel Secure

Knowing We Can Do Things Well Can Help Us Feel Secure

Knowing We Are Loved Can Help Us Feel Secure

This discussion can lead into other areas of emotional needs such as the needs for accomplishment, affection, attention, and self-acceptance.

Have children discuss or role play some situation which occurred during the day and try to get to the bottom of "why" it happened in terms of social or emotional needs that may not have been satisfied.

i.e. Why a child ruined a game that others were playing.

Children should search for finding alternative ways of handling situations.

5. Does It Bother You?

For a look at some of the reasons children reject each other, a questionnaire might be prepared that asks, "Does It Bother You if someone .....?" Yes, no, sometimes could be answered to such phrases as: acts bossy, takes a lot, never talks, won't do what you want to do, has to have own way all the time, won't let you borrow anything, doesn't return what he borrows, cries, loses his temper a lot, seems sad a lot, is neat and tidy, etc.

The last question might be "What are some other things that bother you about people?"

No need for children to put names on paper. The teacher can collect them, summarize the results, and list on the chalkboard from most to least the things that bother the class about others. The class might then discuss possible reasons for objectionable behavior and for their dislikes.

6. Game: The Feeling Bee

This game helps children become more aware of their own and other's feelings.

Divide the group into two teams and have them line up in two rows, facing each other. Ask the first person on one team to name something that makes him feel happy. If he responds, he may sit down. If he does not respond within thirty seconds go on to the first person on the other team. Continue until everyone has had a chance to respond. The first team to be seated wins. Take time after the game to discuss responses.

Game may be repeated with a variety of feelings, such as disappointed, disgusted, hopeful, angry, frightened.

7. Role Play - Thoughtless Behavior

The children could role play any of the following examples of thoughtless behavior, discuss what rights were violated, and then role play better ways of handling the situation.

1. Two girls discuss a party in front of a third girl who wasn't invited.

2. Betsy and Linda planned to meet after school. Half an hour later, Betsy is still waiting.

3. Two team captains argue at a baseball game about which one will have to take a bad player for his side.

4. Two children giggle, point and talk loudly about someone they see on the street.

5. Joe borrows his brother's baseball mitt without asking and returns it a week later. Jim's been looking for it all week.

The teacher and class may want to add other situations.

8. What Do You Say Dear

Read this book by Sesyle Joslin. Discuss its contents. List the following or similar incidents on the chalkboard and ask the children to draw a picture about one of them. When they have finished, have them write or dictate a caption telling what they would do or say to the person in the situation in order to make him or her feel better.

1. A girl has just finished painting a picture and accidentally spills paint all over it.

2. A boy had a part in a play and forgot his lines while everybody was watching.

3. A friend missed a fly in the outfield during an important game.

4. Your friend was scolded in front of the class.

5. Your friend has just been told that he is not good enough for the baseball team of his choice.

6. A classmate is being bothered by bullies.

7. One of your friends was not invited to another friends birthday party.

8. Someone has passed you a note with an ugly drawing of a girl in your class and the girl has seen it.

The purpose of this activity is to help children empathize with people in difficulty and to help them learn how to express encouragement.

9. People I Need
People Who Need Me

Have children make a list entitled "People I Need". One list may be read aloud and others may add people not already mentioned. The list may be written on the blackboard.

There should be a discussion on how we depend on others to survive. Emphasize the fact that this list could be endless.

Choose one or two people on the list and discuss what their list would be like and how long it would be. This helps to show that everybody depends on a lot of other people.

Have children make a list entitled "People Who Need Me". Children can be shown that others in addition to his family and friends depend on them. Theycan be shown that Dr. Seuss or book writers depend on them, T.V. commercials, shoe salesmen, etc.

10. Service Projects

The purpose of this activity is to encourage altruistic behavior.

Discuss with the children a variety of things that we can do to help other people simply because they need help, not because we are expecting payment. If the children have trouble identifying possibilities, start them by listing such things as:

a. Playing with a young child so that his mother can do something she has been wanting to do.

b. Reading or playing with someone confined to bed.

c. Walking a dog for someone.

d. Watering the lawn for someone on vacation.

e. Shoveling snow for someone who is not feeling well.

Challenge them to perform such a service solely for the personal satisfaction of performing a humane task. Allow children to discuss the experience and their feelings about it.

DOMAIN II: Occupational Awareness

GOAL A: To help the students begin to understand the mechanics of the working world.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
. Completion of job application. . Children will begin to understand the meaning of Social Security. . That students develop related vocabulary, i.e., job description, interview, employment, application personnel references and signature.	1. School employement service. 2. Securing a Social Security card. 3. Exposure to job descriptions (children) and fill out application for that school job. 4. Exposure to job application blank.		1. Students will be able to define the following terms: application, employment, interview, job description, employer, employee, personnel, references, signature, personal attributes. 2. Students will be able to fill out sample job applications with a reasonable amount of success. 3. Students will be able to list 5 qualities of a good worker. 4. Students will be able to list 5 qualities necessary to get along with others. 5. Each student will have had a chance to be interviewed for a room job and also had the chance to interview others for room jobs.

DOMAIN II: Occupational Awareness

GOAL B: That students will become aware of attitudes and personal attributes necessary to maintain a job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Good health habits 2. Punctuality 3. Students will be able to name qualities necessary to get along with others. 4. Worker cooperation	1. Have personnel director to talk to students and answer their questions. 2. Role Playing 3. Critiques sheets (see sample sheets)		

EXPLANATION OF DOMAIN II

OCCUPATIONAL AWARENESS ACTIVITIES

1. Room Jobs (School Jobs)

   a. Have students complete Social Security forms. (Forms may be obtained by writing local Social Security Office). Opportune time for explanation of Social Security.

   b. Give provocative names to the jobs available in the room

   c. Fill out job application (See copy attached)

   d. Go over each part of application with students.

   e. Help them to complete individual application.

   This project may take several days.

   Part II

   a. Take time out to discuss term interview. Conduct interview. Let students interview each other.

   b. Have short interviews and hire personnel.

   c. Pay may be whatever teacher decides upon.

2. Discussion of good qualities for a worker.

3. Invitation to Personnel Director.

4. Role playing - students assume role of job applicant and personnel director, also, students also assume roles of employer and employee. (Teacher or student may set up work situations and role play them.)

EXPLANATION OF DOMAIN III

CAREER AWARENESS

1. Develop a slide show. Have students take pictures of people at work. Have certain students interview workers and narrate show.

2. Invite parents in to talk about their jobs.

3. Hobbies are a way of discovering vocational interests.

   Survey neighborhood and school workers as to:

   a. Hobbies as a child?

   b. Did hobbies help you decide what you wanted in the way of a career?

4. Public Interview - Have class decide occupations they are interested in. Then develop a set of informative questions to ask persons. Select a class member to interview worker.

5. Field trips to community businessess (Barber Schools, Beauty Colleges, retail stores, etc.) can be connected with Number 9.

6. Role playing - have students role play different workers after they have basic job information.

7. Who Am I? (Game) Descriptions of careers are read and children have to guess what career or job it is.

8. Write short reports on careers, duties, education, advantages, disadvantages. Why one would or would not like the job. Supply and demand for job.

9. Career of the Week

   Feature a career on a bulletin board, one of student choice. Children who are interested in the featured career find out about training, why jobs's important, and what the workers do in the job. This is shared in class. Newspaper articles, pictures, tools or instruments related to the career are displayed on the bulletin board. A resource person may be invited to discuss the career, or a field trip planned to visit a worker on the job.

10. Paper Dolls

    Students interview their parents about their jobs after major points of interest have been discussed in class. Each child makes a paper doll replica of his parents in their work clothers. These are shared along with information from interviews. (Can be shown at Parent Conferences).

GENERAL EVALUATION

INTERMEDIATE LEVEL

As an evaluatory project for these three units we will ask the student to:

1. Tape a private interview with the teacher. This will include observation of the student on himself. Specific questions about his early feelings about himself regarding his strengths and weaknesses, abilities, etc.

   Sample Questions

   a. What do you see yourself doing 10 years from now?

   b. How or in what ways do you feel you know yourself better.

   c. Are you more or less definite about your chosen career now than you were in September? If more definite, why? If less definite, why?

   Write an autobiography at end of unit. Compare it with the one written earlier. Keep in mind the questions above and try and answer them in the autobiography. Include any new feelings you have about yourself.

ATTACHMENTS

EMPLOYEE CRITIQUE SHEET

RATE ON BASIS OF GOOD, FAIR, AND POOR

Attitude _____

Voice Quality _____

Manner _____

Personal Appearance _____

Job Knowledge _____

Work Skills _____

Was person on time for interview? (Circle One) YES NO

INTEREST INVENTORY

Put a check mark in the column which states how you feel.

I like to:

	OFTEN	SOMETIMES	SELDOM
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

INTEREST INVENTORY AND BACKGROUND INFORMATION

Name_____Class_____Date_____

1. What do you like to do in your spare time?_____

_____

2. What do you usually do right after school?_____

On Saturdays?_____

3. How many brothers and sisters do you have?_____

4. What kind of work does your father do?_____

5. Does your mother have a job, also?_____

6. Are there any jobs you are supposed to do regularly at home?

_____

7. Do you take any special lessons?_____

8. What are your hobbies?_____

9. How often do you go to the movies?_____

10. Which are the two best movies you ever saw?_____

_____

Make an L in front of the kinds of movies that you like.

____adventure pictures	___war pictures	___sad pictures
____love stories	___travel pictures	___murder mysteries
____musical pictures	___comedies	___western pictures
____cartoons		

11. Do you have a television set?_____

12. What are your favorite programs?_____

_____

13. How much time do you spend watching television?_____

14. Check where you have been: farm___ circus___ zoo___ art museum___ concert___ picnic___ ball game___ another city___ Planetarium___ Grant's Farm___

15. Have you ever taken a trip by boat?____ train?____ bus?____ car?____ airplane?____

16. Do you have a pet?_____ What Kind?_____

17. Where have you gone to school?_____

_____

18. Do you like school?_____

19. What subjects do you like best?_____

20. Which do you dislike?_____

21. Do you enjoy reading?_____

22. Do you like to have someone read to you?_____

23. How much time do you spend just reading?_____

24. Do your parents encourage you to read at home?_____

25. Do you have a library card?_____

26. What kind of reading do you like best? history___ plays___ travel___ essays ___ mystery stories___ science___ fairytales___ adventure___ stories___ music___ art___ biography___

27. What newspapers do you read?_____

28. Which part of the newspaper do you like best?_____

29. What is your favorite magazine?_____

30. What would you like to do when you grow up?_____

_____

31. What would your parents like for you to do when you grow up?

_____

32. What famous man would you most want to be like?_____

33. Who is the greatest man or woman in the world today?_____

34. If you had one thousand dollars ($1,000) what would you do with it?_____

_____

35. What kind of person do you think a teacher should be?_____

_____

JOB APPLICATION

PLEASE PRINT

NAME _____ BIRTH DATE Mo. | Day | Year
Last First Middle

ADDRESS _____ _____ _____ _____
City State Zip Code Telephone Number

Social Security No. _____ Next of Kin _____

Relationship _____ ADDRESS _____
Telephone No.

JOB TITLE _____ EXPERIENCE _____ DURATION _____

Education

Years	Graduated	Post-Grad Work
Elem. School		
High School		
College		

PREVIOUS EXPERIENCE

(Give latest employer first)

Name of Company	Salary	Years	Supervisor	Reason for Leaving

REFERENCES

(Please do not include relatives)

NAME	ADDRESS	PHONE

Write a few sentences below explaining why you would like the job.

_____

_____

_____ _____
DATE SIGNATURE

QUESTIONS FOR CLASS DISCUSSION

When workers visit our class, we want to ask good questions about their jobs. To help you find out more about different career opportunities, the following are suggested:

1. What is your job?

   What do you like about it?
   What is your work day like?
   Do you work at night? Days only?
   Do your job duties change from day to day?

2. Would you like to change jobs?

   What else would you like to do?

3. What training or preparation is needed for your job?

   Are there age, weight, or height requirements?
   What specific skills do you need?
   What aptitudes do you need?

4. What school subjects would be valuable on this job?

5. What else can you tell us about your work that would help us make future plans?

WORKER INTERVIEW QUESTIONS

I. Job Title _____

A. What do you do on this job? _____

_____

II. Future employment prospects

A. What demand is there for this job? _____

_____

B. What training do you need for this job? _____

_____

III. What qualifications must you have for this job?

A. Age _____

B. Skills required _____

C. Other physical requirements _____

_____

IV. What are your feelings about this job?

A. What do you like about it? _____

_____

B. What do you dislike about it? _____

_____

V. How is the work environment?

A. Is it clean? Noisy? _____

B. Do you work alone or with others? _____

_____

C. Is your job dangerous? _____

_____

WORKER INTERVIEW QUESTIONS

Asking good questions will enlarge your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

1. What is the name of your job?
2. What do you do on the job?
3. What do you find interesting about your job?
4. What education or special training is needed for your job?
5. What tools or special equipment do you use on your job?
6. Does your job require a lot of extra time? Do you work nights or weekends?
7. Does your work setting appeal to you?
8. Are people with your skill generally in demand?
9. What are some qualities needed for job success?
10. What other careers have you considered?